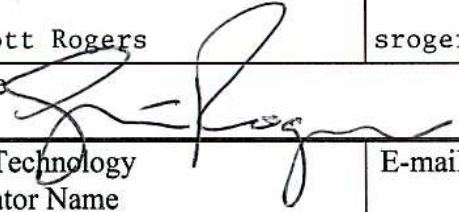

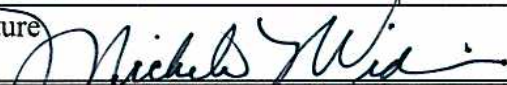


Enhancing Education Through Technology (EETT) Competitive Sub-grant Application Assurance Sheet

Project Title: Teaching Academic Language & Knowledge Amount of Request: \$ 75,000
 District Name (Fiscal Agent for Consortiums): Minidoka School Dist. Dist. Number: 331
 Please list the school name, and indicate whether it is a targeted school or a partner school and
 certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
<u>331</u>	East Minico Middle School	<u>(T)</u> P	<u>(YES)</u> NO
<u>331</u>	West Minico Middle School	<u>(T)</u> P	<u>(YES)</u> NO
<u>331</u>	Minico High School	<u>(T)</u> P	<u>(YES)</u> NO
<u>331</u>	Mt. Harrison Jr/Sr High School	<u>(T)</u> P	<u>(YES)</u> NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

I certify that we have contacted the charter and private schools in our area about participation in this grant.

Superintendent Name	E-mail	Telephone
Dr. Scott Rogers	srogers@sd331.k12.id.us	208-436-4727
Signature 		
District Technology Coordinator Name	E-mail	Telephone
Kent Jackson	kjackson@sd331.k12.id.us	208-436-9149
Signature 		
Project Director Name (if different than District Technology Coordinator)	E-mail	Telephone
Michele Widmier	mwidmier@sd331.k12.id.us	208-436-0264
Signature 		

ABSTRACT

Minidoka County School District's Enhancing Education Through Technology (EETT) project, the Teaching Academic Language & Knowledge (TALK) will improve academic achievement by increasing access to educational technology. With a dual focus on high quality professional development and technology integration, TALK will serve as a catalyst for change in Minidoka's secondary schools: East Minico Middle School (EMMS), West Minico Middle School (WMMS), Minico High School (MHS), and Mt. Harrison Jr./Sr. High School (MHHS). EMMS, WMMS, and MHS have been identified for 'Needs Improvement' in the areas of *Hispanic reading, LEP reading, and economically disadvantaged reading*. MHHS, the alternative high school for Minidoka County School District No. 331 (MCSD), which does not have 34 students in any one subgroup, serves our most at-risk and underperforming students. This project compliments the goals and activities outlined in the district Continuous Improvement Plan (CIP), as well as those of each of the targeted schools.

In planning TALK, Minidoka County School District No. 331 conducted a thorough needs assessment, gathering and analyzing data and results relative to student achievement, demographic statistics, staff development, existing instructional programs and materials, and school improvement plans. Based on this analysis, TALK targets English language learners (ELL), also referred to herein as limited English proficient (LEP), in grades six through twelve in high poverty, low performing schools. The selected schools represent our district's highest needs. While each school is unique, several overall trends emerged as priority needs and represent the structure, rationale, and focus of this project. Specifically, TALK will provide the targeted schools with:

- Individualized instruction in language development through ELLIS Academic instructional software.
- (15) computers to replace obsolete desktop computer stations at participating schools, which will ensure the proper functioning of the ELLIS Academic instructional software within those buildings.
- High quality staff development programs that are aligned with state standards, focused on using technology to improve classroom instruction and the use of ELLIS courseware, as well as on scientifically researched based instructional techniques found to be successful in supporting ELL students.
- Tier 2 instructional intervention that will enhance existing ELL programs at East Minico, West Minico, and Minico High School.
- Tier 2 instructional support for ELL students attending Mt. Harrison Jr./Sr. High School.

We will implement this technology project in computer labs and/or classrooms at each targeted school, directly impacting approximately 356 ELL students in the initial project year. Schools participating in this project will acquire a higher level of achievement in reading with ELL students, which will foster academic success in other curricular areas, thereby preparing our ELL students to become globally competitive and successful contributors to society.

EDUCATIONAL NEED

District Overview

As a rural, agricultural district in Idaho, Minidoka County School District No. 331 serves a predominately at-risk student population. Our demographic data includes declining enrollments, increasing numbers of economically disadvantaged Hispanic students and, an average of 18% in ELL students over the last ten years, see *Table 1*. These statistics have contributed to low test scores and growing achievement gaps.

Targeted Schools

In planning TALK, Minidoka County School District conducted a thorough needs assessment, gathering and analyzing data and results relative to student achievement, demographic statistics, staff development surveys, and existing instructional programs and materials. In addition, Minidoka County School District has carefully considered each school's commitment and capacity to make major systemic changes necessary for improving academic achievement. Minidoka County School District has identified four schools that will be targeted for participation in this EETT program. *Tables 1, 2, and 3* provide specific information for each participating school and rationale for inclusion in this project.

Table 1: District and Target Schools Demographic Information

	Grades served	White	Hispanic	other ethnicities	ED	LEP	SWD
MCSD	K-12	57%	41%	2%	58%	16%	11%
EMMS	6-8	55%	42%	2%	67%	14%	13%
WMMS	6-8	60%	38%	1%	63%	20%	11%
MHS	9-12	64%	33%	2%	52%	14%	9%
MHHS	7-12	38%	61%	1%	68%	21%	7%
<i>LEP - limited English proficient, ED - economically disadvantaged, SWD - students with disabilities</i>							

Identified Needs

While each participating school is unique, several overall trends emerged as priority needs and represent the structure, rationale, and focus of TALK. These scores represent the culmination of several years of not making adequate yearly progress (AYP), as shown in *Table 2*. This project will impact the needs described below.

Table 2: District and Target Schools Achievement Trends for Reading

Reading-overall	2003-2004 % Proficient or Advanced	2004-2005 % Proficient or Advanced	2005-2006 % Proficient or Advanced	2006-2007 % Proficient or Advanced	State Goal
MCSD	72.04%	76.03%	75.74%	73.87%	78%
EMMS	67.81%	70.58%	71.43%	75.82%	78%
WMMS	73.61%	79.85%	80.13%	74.51%	78%
MHS	65.74%	79.92%	69.66%	65.74%	78%
MHHS	<34 students	<34 students	<34 students	<34 students	78%

A further analysis of district achievement data shows that English language learners are one of our most at-risk subgroups. Of the four schools participating in this project three have been identified for 'Needs Improvement.' While **EMMS** and **WMMS** data clearly identifies LEP students as one of the most at-risk subgroups (see *Table 3* below); **MHS** and **MHHS** had less than the required 34 students in that subgroup for AYP determinations. Nevertheless, building level data of the 2007 Idaho State Achievement Test (ISAT) indicates that LEP students at **MHS** and **MHHS** are performing well below state proficiency goals, as well.

Table 3: District and Target Schools Disaggregated Scores for Reading

Reading	Overall % Proficient or Advanced	Hispanic % Proficient or Advanced	White % Proficient or Advanced	LEP % Proficient or Advanced	ED % Proficient or Advanced	SWD % Proficient or Advanced
MCSD	73.87%	60.66%	82.30%	47.44%	68.85%	46.98%
EMMS	75.82%	64.00%	83.52%	41.27%	70.57%	38.46%
WMMS	74.51%	60.13%	83.47%	46.84%	67.59%	50.00%
MHS	65.74%	43.53%	75.77%	<34 students	54.14%	54.14%
MHHS	<34 students	<34 students	<34 students	<34 students	<34 students	<34 students

LEP - limited English proficient, ED - economically disadvantaged, SWD - students with disabilities

As illustrated above, 2007 ISAT scores for participating schools show a lack of reading achievement for sixth through twelfth grade LEP students. We recognize that this subgroup is also at a much greater risk of dropping out, with only 7% of district ELL students graduating compared to 76.87% of the general population. Addressing the unique needs of this student group to help them succeed and graduate on time is a top priority for the Minidoka County School District.

We believe that in order to help this group of students achieve academically, we must first help them feel comfortable understanding and speaking English in an academic environment. This represents a great challenge for teachers and students alike, as ELL students vary widely in not only language skills, but also subject matter skills (Echevarria, Vogt & Short, 2004). It is our belief that as ELL students develop a foundation in language skills, they will be better equipped to listen to classroom instruction, participate in class discussions, interact with peers in small groups, understand content-area textbooks, and succeed in reading and other content-area classes. ELL teachers at participating schools indicate that their ELL students would benefit from a program that can be used in conjunction with our existing SIOP program and will help them develop listening, vocabulary, grammar, and pronunciation skills. In response to those needs, Minidoka County School District No. 331 has drafted this intervention plan.

LOCAL PROJECT DETAIL

TALK will improve academic achievement by increasing access to educational technology. With a dual focus on high quality professional development and language development, **TALK** will serve as a catalyst for innovation and change in Minidoka County School District. The following goals and objectives establish the major thrust for the project and reflect Idaho's Title II Part D purpose:

Table 4: Goals, Objectives, and Timeline

Goal 1: Technology Integration - Acquire modern instructional technologies and promote equitable access to technology and research-based software		
Objective	Indicator	Date
Maintain ELL student access to technology to student:computer ratio of 2:1	Project director reports, teacher surveys	March 2008
Use instructional technology to offer individualized instruction in language development.	Computer-generated student usage reports	March 2008
Goal 2: Academic Achievement - Improve academic achievement through the use of technology		
Objective	Indicator	Date
Revise classroom schedules to include adequate time for technology-based activities.	Teacher plans, school schedule, software reports on student usage	January 2008
Monitor and evaluate student progress using software-based assessment tools.	Reports from software, teacher-administrated progress monitoring reports	on-going throughout project
By spring 2009, ELL student performance will increase by 10% in reading.	State and district assessment results	May 2009
Goal 3: Professional Development - Provide intensive, targeted, sustained technology integration training, and professional development opportunities for teachers		
Objective	Indicator	Date
All teachers attend intensive training on using technology for individualized instruction and assessment.	Teacher attendance reports, teacher surveys	March-May 2008
All teachers receive training in meeting the needs of English language learners.	Teacher attendance reports, teacher surveys	Throughout project & beyond as needed
75% of teachers demonstrate increased ability in delivering technology-based literacy content.	Teacher surveys, classroom observations	May 2009
75% of teachers demonstrate increased ability in using specific strategies to meet the needs of ELL students.	Teacher surveys, classroom observations	May 2009

Academic Achievement

To achieve academic success, students must gain proficiency in listening, speaking, reading, and writing English (Dalton, 1998). In order to provide individualized instruction for every ELL student, Minidoka County School District has identified ELLIS as research-based instructional software designed especially for ELL students. We have also chosen ELLIS because it will compliment our existing Sheltered Instruction Observation Protocol (SIOP) program, currently being support with part-time instructional coaches. ELLIS follows the best practices outlined in SIOP.

ELLIS includes integrated curriculum aligned to state standards to help students master these skills. The instructional software provides hundreds of hours of multimedia instruction. The video, animation, audio, test, illustrations, and supplemental Web-based activities and student workbooks combine to address the needs of all learners, regardless of learning modality.

Teachers are able to monitor student use of the program through the program's Instructor Utilities feature, which notes time on task and the variety of tasks selected by students. It also maintains test and quiz records and provides insight into student mastery of different critical language skills such as listening, grammar, vocabulary, listening comprehension, and pronunciation. This data is compiled into class and student reports that allow the teacher to create customized curriculum paths within the software for students or groups. This safety net ensures that children who struggle are identified early by teachers, who will then identify appropriate interventions that can be implemented on a comprehensive level. In selecting instructional technology for our students, Minidoka County School District adapted guidelines set forth in *Technology and Learning* (Bishop, 2001).

Professional Development

Research shows that all too often professional development workshops are offered at the convenience of the district, the school, or the presenter, and not tailored to the needs of the individual teachers (Grant, 1996). Minidoka County School District has implemented several professional development programs tailored to the needs of individual teachers, including SIOP and instructional coaching. Teacher participation in these trainings has ranged from 85% to 95%. Support from our instructional coaches has been instrumental in applying the teaching methods learned in these trainings.

TALK professional development will take place throughout the duration of the grant, with adequate time between each session for teachers to study, observe, practice, and apply what they learn. Our professional development plan will use workshops and program development activities to provide intensive, sustained, and classroom-focused experiences that support the implementation of state standards, our instructional courseware, and SIOP, which will also continue to be supported by our part-time instructional coaches. Teachers will receive training on integrating technology into the classroom and on meeting the instructional needs of English language learners.

Technology Training

Because research has shown the importance of standards-based training, intensive training focused specifically on using technology to teach in the state standards will be part of **TALK** professional development. These technology-specific trainings, conducted by professional programs-based consultants, will be designed to help teachers better utilize the instructional tools included in the instructional technology to provide research-based, systematic instruction. While this professional development will focus on a specific program, it will be designed to give teachers control over a wide range of decision-making tools based on scientifically based research. This intensive training will include:

- Using technology for individualized instruction and assessment. Training will also include an overview of the computer management system (two days).
- Using reports for intervention and program monitoring (one day).
- Curriculum integration workshops (three days, each teacher takes one to two days).

SUSTAINABILITY

Minidoka County School District is committed to the basic principle that quality schools must contain three components: highly qualified teachers, excellent materials/programs/tools, and appropriate allocation of time, resources and training. Our leadership team, which consists of the Minidoka County School District office administration, the local school board, and the principals at each of the targeted schools, are absolutely committed to providing appropriate schedules, logistics, and flexible grouping support. The leadership team believes it is imperative to have constant, continuous collaboration among the leadership team, instructional coaches, teachers, parents, and students. This collaboration, coupled with the consistent use of research-based instructional strategies like SIOP and the appropriate integration of educational technology like ELLIS, is necessary to provide the forum for continuous improvement and sustainability. **TALK** will serve as a catalyst for continuous improvement.

Furthermore, the Minidoka County School District 2007-2008 Strategic Plan will support the intentions of **TALK**. Listed below are specific activities outlined in our Strategic Plan that correlate directly to the goals and sustainability of **TALK**. Aligning the goals and objectives of **TALK** with our district's strategic plan provides a framework that will allow EETT activities to carry on past the grant period. As the strategies and activities of **TALK** complement, promote, and extend each of these programs, greater coordination and long-term collaboration will expand their overall implementation locally, while supporting the achievement of EETT goals.

Goal 1: Technology Integration

- Maintain current and state-of-the-art technology.
- Update infrastructure, equipment, and facilities to support the best possible professional-technical education.
- Analyze, evaluate, and align educational programs with technical skills for the work place.

Goal 2: Academic Achievement

- Develop alternative methods of educating at-risk students.
- Expand and support effective and best-quality English language learner programs.
- Analyze, evaluate, and align educational programs with technical skills for the work place.

Goal 3: Professional Development

- Quality, integrated, and focused professional development to continue teacher education and promote professional learning communities.
- Expand and support effective and best-quality English language learner programs.

BUDGET

All staff members at **EMMS, WMMS, MHS, and MHHS** will receive intensive, sustained, and classroom-focused experiences in SIOP methodologies, which will support the implementation of state standards and the ELLIS instructional courseware. These efforts will continue to be supported by our part-time instructional coaches at each of the target schools. This plan is designed to increase the achievement of all ELL students.

While all of our target schools enjoy adequate numbers of computer stations, each year more of those computer stations become obsolete. Purchasing up-to-date computers to replace out-of-date computers at each of the target schools will help to ensure the proper functioning of the ELLIS instructional courseware.

District Name & Number: Minidoka County Joint School District (331)			
Projected total # of LEP students served in 07-08 with funding: 356			
Amount Requested: \$75,000			
IFARMS Codes		Descriptions	Total
100	Salaries		\$ 0
200	Employee Benefits	Benefits	\$ 0
300	Purchased Service (non-travel)	Contracted services to provided professional development training and follow up	\$ 14,000.00
380	Travel Expenses	Travel reimbursement for attending SIOP & ELLIS related professional development; and travel reimbursement; additional travel expenses that may be incurred to implement SIOP & ELLIS	\$ 5,000.00
400	Supplies & Materials	(20) ELLIS instructional courseware licenses; SIOP instructional support materials such as SIOP books and SIOP training videos; miscellaneous supplies & materials needed to provide trainings	\$ 39,350.00
500	Capital Objects	(15) desktop computer stations to replace obsolete computers within each of the target schools. (MCSD will maintain technology equipment purchased with this grant)	\$ 15,000.00
800	Indirect Costs (2.2%)		\$ 1,650.00
Project Total			\$ 75,000.00